

**CLASSROOM TESTING, GRADING, AND ASSESSMENT**  
**EPRS 7920 Spring 2011**

**Instructor: Dr. Julie Turner**

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**Course Requirements**

**Class Schedule**

Mondays 4:30-7:00 pm

**Required Text**

*Making Classroom Assessment Work, Anne Davies*

*Fair Isn't Always Equal, Rick Wormeli*

**Individual Differences**

Any participant in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss any accommodations necessary.

**Academic Honesty**

See catalog for descriptions of academic honesty.

**Grades**

Grades will be determined based on student performance on the assignments listed below. Assignments will be graded on a 0-4 scale. The overall grade for the semester will be based on the mode of grades earned on assignments. The mode will be translated into A, B, C, D, or F.

**Course Description**

The development and application of classroom assessment instruments and the use of standardized measurement instruments in educational settings are emphasized.

**Course Objectives**

After completing this course, the student will be able to:

1. Reflectively analyze personal teacher practice in regards to assessment, testing, and grading.
2. Communicate the concept of formative classroom assessment and its role in the classroom.
3. Demonstrate knowledge of test development and construction.
4. Show the relevance of testing to classroom instruction.
5. Interpret summary score reports of standardized tests to identify strengths and weaknesses in an instructional program.
6. Develop a grading system that effectively communicates student mastery of the curriculum.
7. Integrate assessment, testing, and grading to develop a comprehensive assessment program.

### **Tentative Course Outline**

I will announce any changes to the schedule. \*Meet at GSU.

Weekly readings and discussions are posted at <http://eprs7920spring.wikispaces.com/>.

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Jan. 10*	Introduction	
Jan. 17	Holiday – no class	
Jan. 24	Assessment	
Jan. 31	Assessment	Assessment article due.
Feb. 7	Assessment	
Feb. 14	Testing	Assessment letter due
Feb. 21	Testing	
Feb. 28	Testing	Testing article due
March 7	Spring Break – no class	
March 14*	Testing	Testing blueprint due
March 21	Testing	
March 28	Grading	NCLB essay
April 4	Grading	Grading article summary
April 11*	Grading	Grading letter due
April 18	Grading	
April 22 & 25		Final paper rough draft peer review
May 2		Final paper due

**Assignments** All assignments are graded on a scale of 0-4. Your overall grade for the semester is based on the mode of grades earned on assignments throughout the semester.

**Wikispace posting** – Post responses to questions on the discussion tab of the wiki pages.

**Journal articles** – Find a journal article on the topic assigned. Write a summary of the article and reflect upon how issues in the article relate to your current practices in the classroom. Include a bibliography (APA style).

**Test blueprint** – Using a unit test, develop a test blueprint. Complete an item analysis of student performance on the test. Describe the results of the item analysis and what will change instructionally based on those results.

**NCLB essay** – Write an essay relating the impact of No Child Left Behind legislation at your school.

**Parent letter describing assessment practices (Assessment Letter)** – Write a letter or syllabus paragraphs describing your assessment practices. Incorporate your philosophy, justifying your practice.

**Parent letter describing grading practices (Grading letter)** – Write a letter or syllabus paragraphs describing your grading practices. Justify why you grade in this manner. Include a description of how your grades reflect mastery of the curriculum.

**Final project** – You will write a paper to answer the following question: How would you integrate testing, assessment, and grading to develop a comprehensive approach to assessment? Explain how the components of your program meet the needs of students, parents, teachers, and administrators. Include research to defend your approach. (Use APA style.)